

## Name Collegian Staff, Class Officers for 1966-67

With the SGA officers elected last month, the student body began the elections of their class officers, while the dorm students selected the dorm council for the 1966-67 school year. Also chosen were the new Collegian staff members. This selection was made by the Collegian moderator, Sandra Edelman, and the editorial staff.

Replacing Jeanie Bond as managing editor will be Mary Jo Javorek, a junior. Mary Jo commented "The staff has done a tremendous job this year in making the Collegian important to our campus. The paper has discussed and taken a stand on many issues; and, if you don't agree with what's written there is always 'Letters to the Editor' if people will take advantage of it."

"Next year we want to proceed in the direction set by this year's Collegian. By growth and expansion the Collegian will, hopefully, have even more meaning as the voice of Avila."

Julie Dold and Sue Audley will replace Mary Ellen and Rosemary Barnard as news editor and business manager, respectively. Mary Nelson has been appointed as make-up editor and photographer.

The Senior Class has elected Julie Dold as their president for the coming year. Julie, a French and History major from Prairie Village, Kansas, stated "The officers of the senior class of next year will have to devote a good deal of time to promote class-sponsored activities which will raise money to pay for projects such as the class gift. We want to provide activities which will be of interest to all the girls at Avila, not only raising money for ourselves but giving everyone a chance to participate in Avila's extracurricular programs."

Georgiana Harden, a dorm student from Cos Cob, Conn. will serve under Julie as vice president and Nan Hausam will be the secretary. Janet McCullough was elected to the office of treasurer and Phyllis Fehrenbach will serve as the SGA representative for the second time.

The junior class will be headed by Carol Stapleton, a French major from Marceline, Mo. and Bridget Leonard, also a French major from Kansas City, Kansas, will be the vice president. Karen Steinmetz was elected as the secretary and Mary Pat Beck will be the treasurer. Selected as the SGA representative was Sue Audley, who was the class president this year.

As a result of the balloting in the freshman class Lynne Clancy, a Sociology major from Chicago, was again elected to the presidency. Kathy Paradoski will hold the office of vice president and Patty O'Neil, secretary. Pam Shanks, the new treasurer, will be in charge of the class funds and Mary Aylward will represent the class in the SGA.

The dorm elections were held on May 2. Gil Flynn, a sophomore from Marceline, Mo., was chosen as the new president to replace Carol Stapleton. Anticipating a "full house" next year Gil hopes to arrange more activities within the dorm to better acquaint the upperclassmen and the incoming freshmen. Gil will also try to set up a new demerit system. Aiding her in these efforts will be Marlo Ayer, a sophomore from St. Louis, in the vice presidency for the second year. Sue Carver, a junior, was elected as a representative along with freshman Maggie Schmidt. Next September the freshmen will elect a representative of their own and the dorm council will be complete.

# AVILA *collegian*

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## STUDENTS, FACULTY CITED AT HONORS CONVOCATION

The annual Honors Convocation took place at Avila on Monday, May 9. This assembly is a special time designated to give honor to those among us who have earned awards or recognition for their work in various fields. Generally, awards are given in the broad areas of leadership, scholarship, and service.

During the first part of the program the SGA officers for 1966-67, Julie Waters, Mary Holland, Ann Faughnan, and Jerry Schloegel, were officially inducted by Sr. Georgiana Marie. As each girl accepted office, she was given a key as a symbol of her role by the respective, outgoing officers, Edie Messina, Lauralye Ross, Mary Holland, and Carol Stipetich. The use of a tangible sign of their duties clearly reiterates the special work with which each officer will be charged. The SGA representatives for next year who also received keys are: Phyllis Fehrenbach, Gil Flynn, and Mary Aylward.



Sister Georgiana Marie looks on as Mary Holland receives the symbol of the office of vice president from Lauralye Ross.

Julie Waters then introduced Mr. Dean Tollefson of KCRCHE whose address dealt with the individual's development toward selfhood as related to institutions which are the media of cultural transfer. Since development occurs in a social context, it is in their ability to aid the individual toward his goal that institutions are valued.

Many awards were announced and presented. June Wegener and Linda Plunkett received awards for their activities as members of the Chorus for eight full semesters. The drama award, given through the National Catholic Theatre Conference, was presented to Lauralye Ross who has worked in all areas of theatre. Education awards for service went to two students: Jill Helgeson for her work in the lab school and Diana Travalent, president of SNEA and director of the campus tutoring program. Jeanie Bond received the English award which is presented to a student who shows special promise in the teaching of that subject.

The French honor society, Pi Delta Phi, presented certificates to five members who were officially inducted into the society in February: Linda Davin, Julie Dold, Phyllis Fehrenbach, Mary Jo Javorek, and Jane Waters. The sociology award, a set of significant books in the field, was given to Carole Hellinger. The award is given in the name of Miss Dorothy Gallagher who has been active in social work both in the U.S. and, after World War II, in France. Nu Sigma Chi, nursing society, gave its annual award for excellence and service to the profession to Sue Schuepbach. Certificates were also given to the girls who were earlier elected to "Who's Who in American Universities and Colleges"—Mary Ellen Barnard, Jeanie Bond, Martha Leahy, Martha Machovec, Edie Messina, and Lauralye Ross.

Recognition of academic achievement was given through a reading of the Dean's List and Honor Roll. Three seniors—Mary Ann Daugherty, Lila Lee Jones, and Mary Jo Walker—were received into Delta Epsilon Sigma, the national honor society for graduates of Catholic colleges and universities.

A special Collegian award was presented to our moderator, Sandy Edelman, for her continuous support and enthusiasm in making the Collegian a meaningful campus voice. Edie Messina also introduced the Haning Scholarship Fund to provide one student each year with her books. The new fund was generously suggested by Mr. Haning, whose name it carries.

The two highest awards the College can give were presented toward the end of the program. They are the Ariston Award and the Avila Medal. The Ariston Award is given each year to the senior who proved herself most outstanding in leadership and service. The recipient was Edith Messina to whom the award was obviously a wonderful surprise. The Avila Medal is presented to persons who have shown outstanding character, service, and loyalty to the college. The medals were given this year to: Edith Messina, Martha Machovec, Martha Leahy, and Miss Ruth Hulse, who has served the college for twelve years.

Announcements of awards to Avila students and graduates were made. Diane Pinkley, Mary Terese Frank, and Beverly Hund were winners in the Catholic Community Library Contest. Joan Banfield, class of 1963, received a graduate fellowship from the Sorooptimist Federation of the Americas, Incorporated. And Anne Triplett, class of 1965, received an assistantship for work in French at K.U.

The convocation was followed by an informal reception in Marian Center for the seniors, honorees, and especially for Mrs. Anderson, Miss Hulse, Mr. Duncan, and Mr. Brady, who will not be with us next year.

The Honors Convocation was, undoubtedly, a pleasant and profitable afternoon.

# EDITORIAL

In the first edition of this year's *Collegian*, we published an editorial on a statement of policy. We would like to take a look at the past five issues to see if we have held to this policy.

"The policy of the *Avila Collegian* stresses a realistic communication between students and the administration; it emphasizes the students' rights to question and criticize within reason." We did not try to go out of our way to find controversial topics, though at times it seemed we would have to, in order to evoke any reaction. Our editorial on Theology requirements was not written to stir up any bitterness; it was merely a collection of our thoughts on a much talked about subject. We were simply trying to "communicate."

We wished to "truly represent the students." For this reason, we published nursing, educational, and drama news, along with more universal campus activities. Whether it was old news, boring or unimportant news, it was printed. We tried not to exclude any area of interest.

"The paper . . . should not veil the reality of campus life to readers who expect to know what is really happening." Most readers will agree that we truthfully reported the news. It was not our intention to reveal any skeletons which may have been lurking in the closets of various departments; neither did we plot the ruination of anyone's reputation. But things are what they are; and that is how we recorded them.

Unfortunately, this is the last issue of the *Collegian*; we will not get a chance to hear from you on how you thought the paper was . . . in fact, we wonder if any of you even know how to write a letter at all. It is hoped that we offended no one permanently; it is further hoped that we did not please everyone. If this were true, we would have produced a poor paper.

It does not matter to us whether or not you liked the *Collegian*; no one could like everything they read. In fact, it was not our purpose to make you like the *Collegian*. But we did want you to read it, even if it meant waking up to some unpleasant facts. And for those "rose colored glasses with which you view your academic lives," do yourself a favor. Smash them.

J. B.

## COLLEGIAN LEGACY:

It is traditional, as the academic year wanes, for the dear departing to leave behind what is somewhat grandly referred to as a "Class Legacy." As this year's *Collegian* staff went to press on its final issue, it struck us that there remain a few unresolved issues, a few remarks yet to be made. And so, we leave our *Collegian* legacy —

*To the Faculty:* we leave the suggestion that an official student representative be present at all faculty meetings. Decisions made at the faculty meetings have the greatest impact on the student body. Information gained at the source is more likely to be reported with accuracy, speed, and understanding. This reciprocity seems only fair since the faculty is represented at all Student Government meetings.

*To those who fear rabble-rousers,* we leave the thought that the minority can be right, that the press has the obligation to raise a little hell.

*To the new staff of the Collegian—*we leave the hope that they will be able to effectively utilize their opportunity to tangibly contribute to the internal "growth" of the college; that they will present stimulating and challenging ideas to the faculty and student body; and that they will validly reflect the opinions of the majority and give full consideration to those of the minority.

## Letters to the Editor

Dear Editors:

I would like to take this opportunity to thank the Staff and the two hearty souls who submitted entries . . . or was it three persons and two votes? My first response was "would you believe it!" My second thought was winning by such a "big" margin was really thrilling. Where were all the others? I am sure we are not that shy . . . anyway, the students don't seem to be in class. Where did we go wrong . . . why did so few students respond to this "contest"? I know personally of many students who have related their interest and excitement regarding various teachers on campus . . . is it that our students can't write? Can we, as faculty help? Let us know . . . we'll be around, as the old song goes.

I would also like to voice one more thought regarding the teaching of psychology on the campus of Avila. Recently I attended the Groves Conference on Marriage and Family Living. Some very interesting seminars were held, including one by Masters and Johnson on their book dealing with human reproduction. This seems to be a highly "loaded" subject and there were many pros and cons regarding their highly technical and physical study of sex, per se. I have thought to myself, "How can I incorporate this material into my classes without giving scandal!" That is, how can I openly discuss some of the new research in the area of sexual adjustment and family planning without students going away with the idea that their psychology professor is advocating "free love and nickel beer". I strongly believe that the culture in which we live is changing and that as teachers and students we must be aware of the changes . . . this does not mean that we must adopt them or change our moral values. Research is going on daily in the areas of family planning, sexual expression in marriage and outside of marriage . . . this research will add to our knowledge but what is more, it will add to our understanding of our needs and how to direct them constructively.

As a last word . . . congratulations COLLEGIAN!

Dr. Wetzel

## Seniors Plan for the Future

WHAT ARE YOU GOING TO DO WHEN YOU GROW UP?

How many times have we all heard that ingratiating phrase? If your family is like mine that gem always followed Aunt Mable's initial slobbery greeting (which I assume she thought I enjoyed—it used to take me a week to get the lipstick off my cheek.) Another of her not to be forgotten utterances of course was "my how you've grown!" Propriety kept me from saying "yes, and how much older you look." It wasn't only propriety though, but the ever-present vision of the palm of my Mom's hand which used to frequently find its way with amazing accuracy right to the spot upon which I was to sit "like a nice young lady" for the rest of the afternoon. I never was one to be outdone though and if I planned my tactics right I could manage to be finishing a gooey sandwich just about the time she arrived. Good old Aunt Mable she had the most unobtrusive way of getting a gob of raspberry jam off her nose. Enough nostalgia!

Taking the liberty of using one of Aunt Mable's questions I asked the seniors what they were going to do when they grew up. They greeted my question with as much enthusiasm as I used to give Aunt Mable. Their expressions of hostility were a bit more creative however. After a cup of coffee, bread crusts, an orange, and innumerable wads of paper I beat a hasty retreat and rephrased my query to "what are you going to do after graduation? This time I got results:

### Those planning to teach—

Jeanie Bond (secondary); Aileen Altman (secondary); Rita Baker (elementary); Sandy Maple; Lauralye Ross (also plans to marry); Linda Plunkett (elementary); Ruth Ann Smith (elementary—with Sr. Anne Gregory as her principal!); Janet Myers; Noma Schoneman; Lila Jones; Mary Ann Daugherty; Julia Trotter (and marry); Helen Kimsey (special education); Helen Boedeker (elementary); Leatha Johnson (elementary); Saturah Martin; Pam Thompson, Nikki Parscale, Jo Ann Sanders, Chris Zondca—all elementary; and Nancy Riggs and Rosemary Barnard, secondary.

**Those planning to enter graduate school**—Martha Leahy; Margie Martin (to teach the emotionally disturbed); June Wegener (St. Louis U. on an assistantship for the M.S.W.); Sally Dove (in mathematics).

**Those planning to enter the nursing profession**—Nancy Whelan (pediatrics); Sherry Myers; Mary Jo Walker; Betty Wolf (staff nurse); Sue Schuepbach (public health); Colleen Nestor (at K.U. Medical Center); Ann Wagner (pediatrics); Mary Grace Sprague; Sigora Porter; Joyce Ann Jewell.

Karel Weigel: work in Medical Records; Martha Machovec: marry and do social work; Joyce Fox; raise a family; Marie Anderson: marry; Juliet Jarjoura: research work; Edith Messina: Peace Corps (Nigeria, hopefully); Mary Ann Judd: a business career; Pat Oxler: marry; Mary Stevens: elementary education, nursing office; Carolyn Soetaert: maybe a Navy nurse.

### THE COLLEGIAN STAFF

Managing Editor . . . . . J. Bond  
Associate Managing Editor . . . R. Barnard  
News Editor-Business Mgr. . . M. Barnard  
Reporters . . . . . J. Cotter, L. Euston,  
M. Javorek, M. Machovec,  
E. Messina, P. McCarthy,  
T. O'Neil, K. Weigel  
Moderator . . . . . S. Edelman



## Jeanie Bond Named Avila's English Student of the Year

Jeanie Bond, editor of the *Collegian* since 1964, has been selected by the members of the English faculty as the first English major from Avila College to receive the English Student of the Year Award. This recognition comes under the aegis of the Missouri Association of Teachers of English, which makes the award to one senior English major from each four-year college or university in Missouri.

A secondary purpose of the Award, according to a statement released by the Association, is to encourage and develop excellence in the study and teaching of English, and to "supply additional stimulus towards improvement of the teaching and learning of literature and language in this state."

Qualifications under consideration in choosing the English Student of the Year are: academic achievement; dedication to the study and teaching of English as reflected in written work, classroom participation, and independent or original study; a well-balanced outlook as evidenced in agreeable personal relations with instructors and students; high ideals accompanied by acceptable performance; service to the department and to the college; and promise of further growth.

In addition to holding the editorship of the student publication for two years, Jeanie has contributed the "Speaking the Private Mind" column during 1965-66. A recipient of the National Alumnae Scholarship during her junior and senior years, she has maintained an above-average grade level in addition to participating in extra-curricular activities such as the Rockhurst Varieties, choral concerts and independent drama productions. She was named to Who's Who in American Colleges and Universities in 1965. Jeanie plans to enter the secondary education field in the fall.



Notice to those doing student teaching: first semester, 1966-67: pick up your applications in the education office by the end of May.

## RESTRUCTURING OF MAJOR FIELD GIVES STUDENTS MORE FREEDOM OF CHOICE

Beginning with the fall semester, Avila students may elect to replace the traditional minor with a series of courses appropriate to their major field, according to a statement recently released by Sister Patricia Marie, academic dean.

The present plan consists of a major (27 semester hours of which 20 must be upper division) and a minor (18 hours, including 12 of upper division work). Under the alternative plan, the major will consist of at least 27 semester hours (20 in upper division) and at least eight hours of supplementary courses in the major or some related fields. These supplementary courses are chosen with the approval of the major adviser.

Sister Patricia Marie stated that the second plan would "give the student and the adviser more freedom in choosing courses. It will be more flexible and allow for individual differences. The major could be strengthened by a greater study in depth and/or by supplementing it with related courses in two or three fields. This plan could result in a better preparation for the student's future use of her major area of study."



Sister Patricia Marie

The dean wishes to make it clear that the present major structure remains available for election. She also announced that the major in Medical Record Science will be discontinued. The students enrolled in the program now will be able to complete their programs but no new students will be admitted.

## THE SGA AS OTHERS SAW IT

by Edith Messina

On Friday night, April 29, the Student Government Association held an evaluation meeting open to faculty, students, and administration. The purposes of this open meeting were: 1) to evaluate S.G.A. in the light of this year's activities; 2) to discuss what S.G.A.'s responsibilities consist of; 3) to suggest what improvements could be made in Student Council; 4) and, finally, to bring up any area which might need clarification or improvement.

The results of the student-faculty survey concerning the effectiveness of this year's Student Council were reported to the group at the beginning of the meeting accompanied by a financial report. Of 72 surveys collected and tabulated, 41 of the students and faculty polled stated that Student Government had helped their organization in some way. Twenty-seven people stated that S.G.A. had not helped their club or department in any discernible manner—only four people had no comment.

*For various reasons, all but two people considered S.G.A. necessary as a means of self-government.* Concerning the relationship among S.G.A., KCRCHE (Kansas City Regional Council for Higher Education), and NFCCS, those who commented thought these organizations had much to contribute to each other, and should work closely together. The fact that 43 people had no comment to make would suggest a lack of general knowledge concerning all three organizations.

The most effective activity was judged to be Oxford Week (61), with scattered mention of various other activities such as the Birth Control Panel, Professor Knueldt-Leddihn, Rabbi Tannebaum, and the informal assemblies. Nine people mentioned Parents' Weekend as the least effective activity. Thirty-nine people had no comment. As in the 'most effective' category, there was scattered mention of activities considered least effective (such as Rabbi Tannebaum, and the informal assemblies)—which just proves that you can't get everyone to agree on anything.

The meeting was at least a qualified success. Many faculty members, including some lay faculty, came to the meeting to express their opinions openly both among themselves and the students who were present. Unfortunately, only a few students attended. In spite of this, I think the meeting was an important facet of what we hope will be a new and more open atmosphere among faculty, students, and administration. One method for fostering this communication, suggested by Mr. Bryde, included the reservation of space in the *Collegian* for faculty news and comment.

Everyone who came will have had a hand in developing next year's Student Council. *In the future, I hope this type of evaluation will be more extensively used to the advantage of the college.*



It has just occurred to me that, unless I am recalled by popular demand, this will be the last column I write (that is, until my unique talent is recognized by *The Kansas City Star*, and I don't mean the Want Ad Department). I have chosen for the topic of this—my last Private Mind revelation—"What I Did On My Easter Vacation," or, "Do You Really Care?"

Immediately after the Comprehensive exam (I would have preferred to have left before the exam, but I didn't want to upset Sister Mary Loretta) Mary Ellen Barnard, Pat Daniels, Aileen Altman and I left, by car, for points east. I say, "points east" because we contemplated coming back by way of Miami, even though it was 1,200 miles out of our way.

We gratefully spent Wednesday night at June Wegener's home in St. Louis; Thursday morning, with adventure uppermost in our minds, and the Comp the furthest thing from our minds, we left St. Louis with Columbus, Ohio as a destination for the night. Aileen was sort of our navigator; I say "sort of" because we got lost five times between St. Louis and East St. Louis. But nobody can say that good 'ol Aileen didn't try.

All the way into Columbus, Pat sang "Columbia, Gem of the Ocean," which was only fitting, I guess. Once inside our motel room, Aileen decided to take a few pictures. Mechanical instruments being what they are, she got an excellent shot of her kneecap; in fact, besides the picture of Lincoln's left foot at Lincoln Memorial, it was the only picture that turned out.

We reached Washington, D.C. Friday afternoon, the thought never having occurred to us that we would have difficulty in finding a place to stay. Pat suggested the White House, but Mary Ellen wasn't sold on the idea; she wanted to be close to all the historical sites. Anyway, after many phone calls, we found a motel "just 10 minutes from the Capitol and 5 minutes from the White House." We spent the night relaxing and discussing such farfetched subjects as "Did Tennyson invent the In Memoriam stanza form," and "Which came first, the Civil War or the War Between the States?" It was obvious that we had left all thoughts of school behind us.

We spent Easter Sunday with a friend of a friend of a friend of Mary Ellen's, who took us to Mass at Georgetown University. All of us promptly fell in love with the campus and fully resolved to come back and do graduate work at the University . . . that is, if we had passed our Comps. Georgetown was thickly populated with Rolling Stones rejects; you know, the ones with the long hair, white lacey shirts, and one pierced ear. Believe me, it was pretty hard to try and act as though these characters were every day occurrences back home. I thought one of them was Altman from the back . . .

New York was pretty uneventful, except for the fact that I lost the only two pairs of heels that I had brought along. When I had left home, I hadn't had any room for my shoes in my suitcase, so I put them in our sack of food. By the time we got to New York, that food sack looked pretty bad, so we disposed of it. Only when we were dressing to go downtown did I remember that my shoes had been in that sack. Aileen called the New York Sanitation Dept., but only to find that the trash had most likely been dumped into the Hudson (no wonder they have a water pollution problem). Anyway, it isn't every girl who goes to Saks Fifth Avenue and the theatre in a wool dress, pearl earrings and a matching necklace, clean, bouncy hair, sparkling eyes . . . and a pair of year-old, faded, brown loafers.

By the time our trip had come to an end and we were "homeward bound," we were all so tired that we mistook two toll bridges for Troll bridges. Mary Ellen and I sure weren't going to give any money to those Trolls if they wouldn't even show themselves. When we got home and found that we had all passed our Comps, we suddenly realized that we hadn't even thought about them since we left . . .

If I may violate the code of my column for one small line or two, may I say that this column has been one of the most enjoyable (though at times, trying) experiences I have ever had. For once, I won't end on a funny, light note; but thank you for reading me, thanking you for trying to understand my Private Mind, and . . . well, it's been real.

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COLLEGE NEWSPAPERS IN SEARCH OF THEIR OWN VOICE  
by Jeff Greenfield

[Excerpts from an article appearing in the May, 1966 Harper's]

With some notable exceptions, most of the two thousand student publications are trivial and timid. But college presidents and faculty might find it worthwhile to encourage a really free student press -- even if it often is immature, emotional, and disrespectful.

...There are two distinct and contradictory schools of thought in the American college press. One, content to be an adjunct of the university's press service, accepting its policies and programs and speaking out only on issues of the narrowest concern; another, "activist" -- critical, skeptical, publishing independent reporting and commentary about educational and broader concerns.

...the newspaper is potentially the most important and powerful student voice on the campus. It is the one single source that reaches the entire campus; consequently, it has the power to make campus issues and generate topics of discussions. For most of the college papers, however, this power is potential only. Either by choice, by indifference, or by fear, they have chosen to publish only the inconsequential and the inoffensive in their news and editorial columns.

...The passive voice can afflict any campus newspaper, no matter how strong its tradition of critical and aggressive news and editorial coverage, if the editors or staff are unwilling to give up the relaxed pace of college life and probe the difficult issues of higher education...Why is this passivity so widespread in American college journalism? At least part of the blame falls on the students themselves. It is infinitely easier to follow a pattern which has proven acceptable than to put in long hours seeking new, and sometimes dangerously controversial, reportage. Awards do not often go to the dissenting voices, in or out of school. For many, both classwork and the editorship are enough of a burden without getting people angry at you.

...I am convinced there is a "Student Editor Type" -- impatient, articulate, suspicious of the System and its leaders, hostile to compromise, determined to tell the whole story, and often monumentally tactless. For the "Student Editor Type" the attraction of the college paper is precisely that it is an effective way of getting a MINORITY POINT OF VIEW ACROSS TO A LARGE NUMBER OF PEOPLE. ...It is no accident that men like Tom Hayden, a founder of Students for a Democratic Society, and Sargent Shriver were editors of their student papers...

...Professor Mel Mencher of Columbia's Journalism School diagnoses the problem this way: "The average campus newspaper is not much more than a bulletin board that requires of its staff stenographic skills and little else...[and] the primary reason most student newspapers are so bad is that the administration on the great majority of campuses opposes a free student press."

(OVER)

...In contrast to the tranquil and mediocre student press, a consistent minority of college papers have chosen to remain essentially independent sources of information, comment, and criticism on their campuses. It is quite easy to see the differences between the active and the passive student press. A look at the pages of the good college papers graphically reflects the different way these journals treat the campus and the world. While the run-of-the-mill stories are covered, there is also a large number of items seldom seen in the more passive press:

Page 1: Coverage of a major piece of international or national news ...a news story about an impending curriculum or academic policy change; an interpretive or analytical piece on that policy; an investigative story on a key campus problem; such as housing shortages, student employment wages, or community opposition to campus expansion.

Editorial Page: Commentary and opinion reveal even more dramatically than news coverage the gap between a college house organ and a genuine campus newspaper. Editorials may cover a routine campus dispute, or the war in Vietnam, or sexual morality, or communist speaker bans, or anything else which comes into the mind of an articulate writer who hasn't learned not to offend. The columns and letters are even more wide-ranging, a reflection of the ferment that is a part of any lively campus community. Indeed, the letters column may spark a major campus issue.

...When a school opens its committees and trustee and faculty meetings to the student paper, the request to "consult" administrators is usually reasonable; frequently the story will be better because it will include the viewpoint of those intimately involved in the formulation of school policy...

...What makes [activist] papers qualitatively better than their passive counterparts? To begin with, they attempt to deal with the full range of complex issues about educational values and methods...Activist papers do more than comment; they have often led their schools on important issues.

...In the last analysis, however, a free and active student press requires a separate commitment on each campus. It requires a core of students willing to speak out about a large number of topics, some of them involving touchy and emotional issues. It requires a hard-working staff, willing to give up the party-football circuit for a more difficult kind of life. And it requires, perhaps most of all, a school willing to let its students run the risk of making up their own minds, however mistakenly, however awkwardly, however immaturely, and to let them offer those opinions at large. But on the basis of the record made by the free student press, the risks inherent in encouraging the active voice seem very much worth taking.

COLLEGIAN COMMENT: The editorial staff recognizes the rare opportunity for an activist student press as described in the article above -- an opportunity afforded to it by a liberal college administration. The Collegian intends to pursue in future years the policy of freedom established in 1965-66, and hopes that this continuation will result in greater illumination for those who, given the choice, would dress in fustian.